

McCARRICK ELEMENTARY SCHOOL
OF FALL RIVER, MA RECOG-
NIZED FOR EXCELLENCE

HON. BARNEY FRANK

OF MASSACHUSETTS
IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 5, 1998

Mr. FRANK of Massachusetts. Mr. Speaker, I would like to call to my colleagues' attention the recognition bestowed on McCarrick Elementary School of Fall River, Massachusetts, which was recently chosen as a Title I Distinguished School. McCarrick is located in the second largest city in my Congressional District in an area which unfortunately has high levels of unemployment and other social problems that have often been barriers to educational achievement. However, because of the hard work of the entire McCarrick community, the school has compiled a strong record of achievement over the past few years.

McCarrick has developed an effective curriculum with a heavy emphasis on literacy, professional development partnership with other community institutions, and, above all, commitment to the growth of every student. This focus and commitment has allowed McCarrick to be one of only 109 schools across the country honored this year as a Title I Distinguished School by the National Association of State Coordinators of Compensatory Education in partnership with the U.S. Department of Education. The criteria on which the selections were based are 1) opportunity for all children to meet proficient and advanced levels of performance; 2) professional development; 3) coordination with other programs; 4) curriculum and instruction to support achievement of high standards; 5) partnership among schools, parents and communities; and 6) three years of successful achievement data. A special award ceremony recognizing all the honorees will take place today at the International Reading Association Conference in Orlando, Florida.

Mr. Speaker, it is a paradox of government that those who do the most for others frequently get the least recognition, and I can think of no example of which this is more true than our public schools. All public schools face a constant battle to provide the best possible education they can, more often than not with inadequate financial resources. This is particularly true for schools with high percentages of low income students, where additional instruction in basic academic skills, including English proficiency, is often necessary. So, I think it is particularly appropriate to honor in this fashion the Title I schools that have done such a good job, and I congratulate the staff, students and families who have done so much to make McCarrick a successful institution of learning. Because I believe it is important to both recognize quality public education and to emphasize how important and effective the Title I program is, insert the school's mission statement and some additional background on its curriculum for printing in the RECORD.

MISSION STATEMENT

The McCarrick School is striving to provide a safe, attractive, physical environment that fosters learning. Our aim is to provide an atmosphere of encouragement in which each child can maximize his/her potential. Everyone works to promote a climate that is conducive to the intellectual, social, and

emotional growth of each child. We wish to acknowledge the individual learning styles of children, thereby producing students that read, write, compute and critically think to the best of their ability.

In this increasingly technological world the ability to write with organization and clarity is more important than ever. Our goal is to have every child—with no exception—communicate fluently, using the written word.

Our vision is to enhance the curriculum through technology. Every child shall be computer literate, and know how to access information. We want to prepare students to be active well-rounded citizens of the twenty-first century. In order for them to lead productive, fulfilling lives, we must begin the process of making them lifetime learners.

OPPORTUNITY FOR ALL CHILDREN TO MEET PROFICIENT AND ADVANCED LEVELS OF PERFORMANCE

In the Spring of 1996, we decided to adopt a Title One Schoolwide Program. In retrospect, it was the single most important, educational decision in the school's short history. It opened the doors to systemic change. The springboard for this process of change was propelled by our invitation to attend the first New England Conference for Schoolwide Programs. We shared a genuine feeling of mission to use literacy as the integral part of our schoolwide program, both across subject areas and grade levels. In order to accomplish this we needed to better use our available resources. These include: Title One Schoolwide Program, Reading Recovery, First Steps, part time reading teacher, adoption of a new math program, hands-on science kits and two graduate social work interns in the MSW program at Boston University.

CURRICULUM AND INSTRUCTION TO SUPPORT ACHIEVEMENT OF HIGH STANDARDS

The staff of the McCarrick School believe in high standards for all. Our logo is a light-house, and our motto is "We Shine!" We have a unified thematic approach which weaves itself into all areas of the curriculum. To help us in this approach we use many programs.

The Title I Schoolwide Program enables each child to receive help at his/her level. Because of our school-wide program there is more open dialogue. Teams of teachers meet with the Title I teacher and supervisor to coordinate students' writing skills. This reduces fragmented learning and makes us a more cohesive unit.

Reading Recovery is a safety net for first graders at risk. It is a data-based, highly prescribed method of one-on-one tutoring that targets children needing more specific instruction to develop reading strategies.

Our Reading Teacher is on staff for three days a week. She offers instructional support to small groups of children who require intervention to maintain grade level skills.

We have adopted a Hands-on Math program that is proving highly successful. Manipulatives are the key to this innovative approach. The students acquire mathematical concepts and creative problem-solving skills.

Our Science Program is a Hands-on Approach, exercising critical thinking, data based prediction, and utilizes kits of materials sent out and collected by the Office of Instruction. The students participate enthusiastically in the projects and experiments.

The Title I nurse will instruct all grades K-5. Focusing on need, areas to be discussed will be hygiene, dental, safety, drug awareness and self-esteem. A contact, by the nurse, has been made to the Fall River Police Department. A safety officer will visit

all classrooms and offer additional advice on personal safety and drug awareness.

Our principal, Mary Whittaker, a Licensed Independent Clinical Social Worker is privileged to be a Field Instructor for the Boston University School of Social Work. She supervises the clinical training and field work of two NSW candidates each year, which affords the school a gamut of Social Services not available to most. The graduate interns work with individuals, groups, and families, providing counseling and therapeutic intervention.

The staff of McCarrick believe strongly that an appreciation for the Arts is essential to the education of every student. The principal was appointed to the Executive Board of the Zeiterion Theatre in New Bedford. This enables the school to have free admission to cultural events, and very inexpensive hands-on theatrical/musical workshops given directly at the school.

TRIBUTE TO VICTIMS OF ARMENIAN GENOCIDE

SPEECH OF

HON. GEORGE P. RADANOVICH

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 22, 1998

Mr. RADANOVICH. Mr. Speaker, I would like to have the following testimony inserted into the CONGRESSIONAL RECORD. On May 15, 1996, this testimony on the Armenian Genocide was submitted to the House Committee on International Relations by Levon Marashlian, Professor of History at Glendale Community College, California:

In 1919, a political body called The National Congress of Turkey confirmed the overwhelming American evidence that the Armenians of the Ottoman Empire were victims of a mass destruction during World War I. The National Congress of Turkey declared that the "guilt" of the Turkish officials who "conceived and deliberately carried out this infernal policy of extermination and robbery is patent," those officials "rank among the greatest criminals of humanity."

The official Turkish gazette "Takvimi Vekayi" published the verdict of the post-war Ottoman trials of those officials. The Turkish court ruled that the intention of the Ottoman leaders was "the organization and execution" of the "crime of massacre."

German Ambassador Johann Bernstorff, whose country was allied with Turkey, wrote about "Armenia where the Turks have been systematically trying to exterminate the Christian population." Raphael Lemkin, who coined the word genocide in 1944, specifically cited the "genocide of the Armenians."

Those who today deny the Armenian Genocide are resorting to academically unsound revisionism, in order to prevent the moral act of remembering this crime against humanity. In the process the deniers are doing a disservice to the majority of today's Turkish people. By keeping the wounds open with their stonewalling tactics, by making it necessary to have hearings like this, they force the Turkish people to continue wearing like an albatross the negative image earned by a circle of officials who ruled eight decades ago.

A consideration of House Con. Res. 47, which remembers "the genocide perpetrated by the governments of the Ottoman Empire from 1915 to 1923," would provide a good opportunity to draw a distinction between the guilty and the innocent Turks, to remember also the Turks of decency who oppose their government's policy of inhumanity.